DOCUMENT RESUME

ED 362 701 CE 064 722

TITLE	River Bend Tech Prep Project Final Report. FY 1992.
INSTITUTION	Lewis and Clark Community Coll., Godfrey, Ill.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	92
NOTE	36p.; Publicity materials may not reproduce well. For the 1991 report, see ED 347 347.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Education; *Articulation (Education); Community Colleges; High Schools; *Integrated Curriculum; Program Development; Program Implementation; *Regional Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS	*Lewis and Clark Community College IL; Tech Prep

ABSTRACT

The River Bend Tech Prep project was undertaken to develop a tech prep curriculum in high schools in the Lewis and Clark Community College (LCCC) district in Illinois to improve students' academic skills and eventual employment opportunities and contribute to the region's economic growth and stability. The following activities were completed during year 1 of the project: (1) three high schools implemented applied academic curricula, developed student recruitment materials and procedures, met regularly with interdisciplinary tech prep teams, and held staff development activities to address students' needs; (2) planning for tech prep implementation in five additional high schools was completed; (3) a plan was developed to extend tech prep to seven additional high schools in the LCCC district; (4) instruction in postsecondary mathematics, science, and communications courses offered at LCCC as part of its advanced technology degrees was modified; (5) support for the tech prep program was elicited from local businesses and industries; (6) activities to increase parents' understanding of midlevel technology career opportunities and educational requirements were conducted; and (7) an active counselor committee to help promote understanding of the tech prep curricula was created. (Listings of project-developed resource materials and project participants are appended along with project publicity materials.) (MN)

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Illinois
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Department of
Adult, Vocational and
Technical Education

ED 362 701

RIVER BEND TECH PREP PROJECT
FINAL REPORT
FY 1992

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A project funded through the Carl D. Perkins Vocational Education Act, Title III E.

Funding Agreement Number JMA A310

Funding Amount $ 96,974.00

CE064722

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FINAL REPORT ABSTRACT

Official Project Title: River Bend Tech-Prep Project

Department of Adult, Vocational and Technical Education Funding Agreement Number: JMA A310

Project Director: Dr. Marguerite E. Boyd

Funded Agency: Lewis & Clark Community College

Location of Funded Agency: Godfrey, IL 62035

Time Period Covered: July 1, 1991 - June 30, 1992

Goal(s) of the Project and its Relevancy to Vocational Education:

- Reduce school dropout rates
- Increase students' academic skills in mathematics, English, and science
- Improve students' readiness for further study or work
- Increase students' opportunities for job placement and tuition assistance from employers
- Increase graduates of associate in applied science degree programs
- Contribute to the economic growth and stability of the community by increasing the skill level of the available workforce.

Major Accomplishments of the Project:

Three secondary sites, Calhoun, Jersey and Southwestern, have completed their second year of participation in the project and first year of implementation. Each of these sites has implemented applied academic curricula; developed materials & procedures to recruit students; met regularly with interdisciplinary Tech-Prep teams; and held staff development activities to address the needs of Tech-Prep students. Calhoun was recognized through the Connections 2000 project and was selected as one of three schools highlighted in a School-Business Partnership Teleconference sponsored by WIU. Five additional sites joined the project: Alton, East Alton/Wood River, Greenfield, Roxana, and Staunton. Each has provided staff with Tech-Prep Awareness in-service training; assembled interdisciplinary teams; and developed plans for implementation during 1992-93. Lewis & Clark Community College faculty have developed new courses in math and science; met with secondary faculty to better articulate math and science course sequences; and continued to develop competency-based vocational course articulation.

LEWIS & CLARK COMMUNITY COLLEGE
RIVER BEND TECH PREP
FINAL REPORT FY92

MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS OF THE PROJECT

Objective 1. By June 30, 1992 implement the first phase of a preparation for technology (Tech Prep) curriculum in three area high schools: Calhoun, Jerseyville, and Southwestern.

Calhoun High School

The Tech Prep implementation effort at Calhoun continues to be the leader in our area and one of the shining examples of Tech Prep in Illinois. During 1991-92, Calhoun's team presented several new applied academic courses. They now offer all of the CORD/AIT applied curricula and have developed several applied courses of their own design. This past year saw the implementation of a schedule which allows for two hour lab periods in many courses. Also, their Tech Prep team has developed a computer lab to be used as an instructional resource for the Tech Prep classes. Other major developments at this site include a Tech Prep apprenticeship program and a career education resource library. Significant financial support for some of these developments was obtained through local businesses and community members and a grant from 4-H. The Tech Prep team developed a student recruitment brochure and the Calhoun High School Curriculum Guide. Both are designed to assist and encourage students to develop a planned sequence of courses for high school and beyond.

Jersey Community High School

Prior to this grant year, Jersey had defined Tech Prep course sequences for a variety of occupational areas. Within this framework, Jersey has implemented an applied communications course. This course has proven to be quite popular and will be expanded to additional sections. Additionally, communication modules will be developed to integrate into vocational and academic classes outside the English department. The science and agriculture departments have developed a new course, Science Applications in Agriculture, based on the University of Illinois applied agricultural science curriculum materials. This will be implemented during 1992-93. Twenty students are enrolled. Through a science literacy grant, Jersey has been increasing science applications K-12. This effort has increased the relevance of science to Tech Prep students within existing courses.

Southwestern High School

Southwestern has developed Tech Prep course sequences; held meetings with counselors, parents, and students; identified potential students and recruited students. Within their curriculum they have worked toward true integration across

disciplines by involving teachers in ongoing work sessions to discuss and implement integration. The focus at Southwestern has been to modify existing courses which meet college entrance requirements rather than to develop new courses. During 1992-93, Southwestern will develop 2 new applied courses, one in communications and one in biology. Home economics continues to be the vocational area of emphasis. During the past year, home economics faculty have worked with Lewis & Clark faculty to develop and articulate a Commercial Food Service class.

2. By June 30, 1992 complete planning for Tech Prep implementation in five additional high schools: Alton, East Alton/Wood River, Greenfield, Staunton, Roxana.

Alton High School

The team at Alton High has incorporated Tech Prep into their school improvement plan. They have worked to develop Tech Prep occupational clusters and identified a relevant math, science and English sequence for each cluster. Instructors will pilot curriculum materials and instructional strategies during 1992-93 and present their plans to the district curriculum council during October 1992. Full implementation of a variety of new courses and course sequences will occur during 1993-94.

East Alton/Wood River

During the school year, Tech Prep team members attended a variety of staff development activities; purchased and reviewed applied curriculum materials; and held planning meetings. Recommendations for the coming year included incorporation of communications and math across the curriculum and arrange the faculty inservice to facilitate these changes; redirect the freshman level natural science and general studies English toward the needs of Tech Prep students; develop a vocational capstone Cooperative Education course for the Tech Prep sequence.

Greenfield

Team members at this site have been given staff development time and curriculum resources to develop units of instruction, integrated across disciplines. Given the small size of this school and limited number of course offerings, this was considered the best way to increase academic/vocational integration. Additionally, Greenfield has pooled a variety of resources to develop a computer lab for teachers to use as an instructional resource.

Roxana

Tech Prep team members met for three days at the end of the school year to review the year and finalize a plan. Recommendations from their meetings included a plan for integrating communications into vocational courses through interdisciplinary units; incorporating more applications in existing English courses; developing a mathematics education enhancement program based on applications; eliminating some

existing freshman math options and developing a new Tech Prep math course; identifying applied academic objectives for each vocational course; and developing a new freshman level science course that emphasizes skills and applications.

Staunton

Math has emerged as the focus of this team's implementation efforts for the first year. During 1992-93, the CORD applied math materials will be used to develop a core of math courses for Tech Prep students.

Staunton has had difficulty in developing excitement for this project among teachers beyond the math department. Recognizing this problem, they have requested to remain involved, but at a reduced level of funding. During 1992-93, the project funds will be used to support the math department in developing applied courses and to continue working to involve additional faculty. The continued participation of this site will be reassessed at the end of the coming grant year.

3. By June 30, 1992 develop a plan to extend Tech Prep to seven additional high schools in the college district during 1992-93 academic year.

Through the past year presentations have been made by the project director, project coordinator and several team members at the three regional boards of control meetings, and several teacher institutes, and staff development activities. Calhoun High School has welcomed numerous tours by Tech Prep teams and prospective Tech Prep sites. Sean McLaughlin, site coordinator at Calhoun, has made several presentations in the region to promote Tech Prep.

From these efforts, four school districts emerged as new sites for the project during 1992-93:

Madison County - Bethalto Community Unit District #8 and Edwardsville Community Unit District #7

Macoupin County - Bunker Hill Community Unit District #8

Greene County - North Greene Unit District #3

Due to projected funding limitations, it was decided to limit new sites to these four. Each had expressed strong interest in participation.

4. By June 30, 1992 modify instruction in post-secondary mathematics, science, and communications courses offered at the college as part of Advanced Technology degrees.

Lewis and Clark Community College has made substantial progress toward this goal. Both the math and science departments have developed new, transfer level, courses targeting A.A.S.

degree students. These courses are entitled: Contemporary Math and Seminar in Biological Sciences. Also the science faculty are working on developing an assessment instrument, to be used upon college admission, to evaluate science literacy skills. The math and science faculties have held joint curriculum development meetings with their Alton High counterparts to facilitate articulation of Tech Prep course sequences. The entire college has been involved in an effort to incorporate writing-across-the-curriculum in all LCCC coursework. Technical career faculty have worked to develop competency-based course articulation.

5. By June 30, 1992 elicit visible and documentable support from the local business and industrial community for Tech Prep programs and graduates.

Several programs that have been developed demonstrate the commitment of the local business community to the goals of Tech Prep. Included are:

- Industry internships for teachers
- Job-shadowing experiences for students
- Several apprenticeship programs developing in relationship to the Tech Prep project
- Direct financial support of equipment purchases

Each of these has been supported by the project steering committee which is comprised of representatives from business, the community and education. There is every reason to believe that we can continue to expand these programs.

6. By June 30, 1992 identify and implement activities for parents to increase understanding of mid-level technology careers and the academic and vocational preparation required for such courses.

7. By June 30, 1992 create an active counselor committee to assist in promoting understanding of Tech Prep curricula and options for students.

These goals involve two groups essential to recruitment, guidance and retention of students: parents and counselors. To date these goals have received the least amount of attention in our project. The goal of targeting parents was premature. This goal is largely dependent on the existence of programs in which students can be enrolled. With the exception of Calhoun, none of the sites has had complete Tech Prep course sequences toward which students could be directed. In the coming third year of the grant this will change and with it will come a greater focus on recruitment of students and the education of parents. It does need to be emphasized that some efforts targeting parents have been made by the three original sites as they enrolled students for the coming year. Tech Prep presentations were made to the parents of eighth grade students at Alton, Calhoun, Jerseyville and Southwestern High Schools.

The second goal, to involve counselors, has been happening throughout the project all along, but not as indicated in objective 7. Most of the current eight sites have involved counselors at the local level and this will continue and be given greater emphasis at sites where increased efforts are needed. The establishment of a central counselor's committee does not seem necessary as the recruiting needs vary greatly from site to site. Some recruitment materials, which will be of common use, will be developed during 92-93 by the project coordinator and site coordinators with input from counselors.

EVALUATION AND IMPACT

While it is far too early to show results indicating achievement of the six project goals, there is much evidence to show that the project is successfully meeting intermediate goals.

Each of the sites, completing their second year with the project, have developed, or are developing, stand alone, applications-based academic courses. All reports would indicate that Calhoun has more applied academic courses in place than any other site in the state. Southwestern and Jersey have worked within the existing curriculum to infuse teaching strategies which address Tech Prep students. Cross-curricular academic/vocational integration is taking place at each of he three original sites.

Each of the five new sites have developed plans for the coming year. The list of participants gives an indication of the broad involvement of teachers and administrators at these sites. Alton School District has incorporated Tech Prep into its school improvement plan, which was developed by Alton High staff during the past year. Four of the five sites have plans which include math, science and English departments as well as vocational programs. Staunton, which has been the slowest to embrace Tech Prep, has strong support form the math faculty.

Staff development efforts at individual schools and regionally have been planned with Tech Prep in mind. The Madison County and the Jersey, Greene and Calhoun Counties Institute Days each included several Tech Prep targeted sessions. The Quad District Institute which includes two secondary districts, Roxana and East Alton/Wood River, and two elementary districts, directed numerous sessions to Tech Prep and related topics such as cooperative learning. A regional group of curriculum directors has been formed to cooperatively plan staff development activities. Much of the discussion at these meetings has focused on Tech Prep. Teams at individual school districts have been successful in affecting decisions on staff development. Alton began the 1991-92 year with a session on Tech Prep by Jerry O'Hare (ISBE) for all high school staff. At the direction of the Tech Prep team, they will open 1992-93 with a 2 day workshop on cooperative learning.

Commitment to the project is also evidenced by the significant resources which have been channeled toward equipping Tech Prep programs. Calhoun, Greenfield, Jersey, and Alton have

all used a variety of funds from their districts, grants or private contributions to develop or enhance computer labs. Math and science labs have been enhanced at many of the high schools and more are planned.

Some of the staff development activities or program enhancements which ar related to Tech Prep would have taken place without the existence of this project. However, this serves as evidence that the objectives of the project are consistent with other educational reform and enhancement efforts taking place locally. This is one of the strengths of the project.

Articulation with secondary schools puts a burden on community college faculty since there are 17 secondary sites in the college district. The faculty's commitment to the project is evidenced by their willingness to participate in numerous meetings with the various sites. Additionally, LCCC faculty have developed several new academic courses targeting Tech Prep students.

The college has a student-oriented philosophy and has arranged staff development opportunities over the past year to include: applied math, writing across the curriculum, teaching to different learning styles, and math manipulatives. Faculty have expressed interest in cooperative learning inservice for the coming year.

In summary, project participation among secondary and post-secondary staff is increasing. Awareness and commitment in this region is very high.

PROBLEMS

As we conclude the second year of the project, three problem areas are apparent: effective business involvement; selection and recruitment of students; and analysis of success.

The local business community has expressed continued interest in the goals of the project and has been very supportive when their assistance has been requested. Of course the goal is to enhance the educational experience of students. The two efforts coordinated with business to date, Teachers in Industry (academic VIP) and student Job Shadowing, appear on the surface to be a success. However, each is very time consuming to arrange, a significant burden on the business, and ultimately questionable in its effectiveness. Some adjustments to each of these programs are anticipated which will increase their effectiveness.

Selection and recruitment of students is as much a philosophical battle as a practical one. Do students self-identify themselves as Tech Prep or do educators "track" the students? How do we assure that Tech Prep does not become the alternative (in the worst sense of the word) path for low achieving students? In making these decisions it is important to maintain consistency project-wide. This is problematic since philosophies differ from site to site.

Measurement of student success also needs to be consistent project-wide, due to the implications this has for measuring project success. This measurement presents special problems since the most simply administered, reported, and quantified instruments, standardized tests, are inherently inconsistent with the educational strategies which Tech Prep espouses. We propose to teach to the real world and then measure success through highly artificial paper and pencil tests.

Each of these problems has been addressed in the continuation proposal and will receive increased attention during the coming year.

CONCLUSIONS AND RECOMMENDATIONS

This project's Final Report for FY 91 recognized the "enormity of the effort" in developing Tech Prep programs. The project is on the right path to implementing a successful Tech Prep program in this region. However at this point our successes are fragmented. A project of this nature is dependent upon a voluntary willingness to change on the part of teachers, administrators, parents and the community. There is no enforced mandate from the regional, state, or federal government. The funds which are available to each site from the grant are minimal. Given this atmosphere, we have made tremendous progress. Seven of the eight sites have wide-spread support among staff. Four more sites will be added during the coming year. The community college faculty, perhaps the most independent and entrenched participants in the project, are increasingly supportive and have made effective changes. The

experience gained over the past two years will allow the project to maintain the current momentum and progress more rapidly, especially with the new sites.

The true measure of success with this project will not be the quality of program at any one site, but rather the consistency and cohesiveness of the program throughout the community college district. In order to maintain the focus on the total project, it will be necessary to keep all sites, both the original and later additions, involved throughout the duration of the project. This will require increased funding as the project progresses and new sites are added. As this report is written, the state has funded Tech Prep at an increased level for the coming year. If we are to implement all of the elements necessary to create a curriculum which will allow our students to effectively compete in the global economy, Tech Prep will need continued commitment from the state.

RESOURCE LISTING

Material Resources:

River Bend Tech Prep Project
(one of each unless noted)

GEMS: GREAT EXPLORATIONS IN MATH AND SCIENCE
- Teachers Handbook
- Leaders Handbook
- To Build A House
  - Gems & the Thematic Approach to Teaching Science
- Earthworms
  - Teachers guide
- Acid Rain
  - Teachers guide
- Height-O-Meters
  - Teachers guide
- Experimenting With Model Rockets
  - Teachers guide

TECH-PREP
- Resource Series: Getting Started in Tech-Prep
  - Dan Hull
- A Workshop on 2+2 Tech-Prep Articulation
  - CORD
- 2 - Unless We First Dream-Video
  - CORD
- Tech Prep: Developing Cooperative Programs and Partnerships
  - NCRVE
  - video
- 2 - Illinois Tech Prep Planning Stategies
  - ISBE

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS
- Standards for School Mathematics
  - Full Report
  - 10-Executive Summary
- Professional Standards for Teaching Mathematics
  - Full Report
  - 10-Executive Summary

TEACHING TO LEARNING STYLES
- 4MAT in Action
  - Sample Lesson Plans for Use With the 4MAT System
  - Susan Morris & Bernice McCarthy
- The 4MAT System
  - Teaching and Learning Styles with Right/Left Mode Techniques
  - Bernice McCarthy

APPLIED MATHEMATICS
- Center For Occupational Research and Development
  - Resource Book For the Implementation of Applied Mathematics
  - Video- About Applied Mathematics
  - Student Resource Book

WORKFORCE REPORTS

Workforce 2000:

Work and Workers for the 21st Century

William B. Johnson

Arnold H. Packer

Full Report

Executive Summary

America's Choice: High Skills or Low Wages

National Center on Education on the Economy

APPLIED COMMUNICATION-AIT

Implementation Kit:

Information Handbook

Workshop Leader's Handbook

Video- About Applied Communication Curriculum

PHYS-MA-TECH

2 - Phys-Ma-Tech Curriculum Materials

2 - Phys-Ma-Tech Video

APPLIED BIOLOGY/CHEMISTRY

Teachers Resource Guide For ABC

PRINCIPLES OF TECHNOLOGY

AIT & CORD

Guidebook

* 1 ea. - PT teacher's guides units 8-14

* 6 - PT student guides unit 1

* 8 - " 2

* 6 - " 3

* 6 - " 4

* 5 - " 5

* 5 - " 6

* 5 - " 7

* 10 ea. - " units 8-14

* 1 ea. - PT videos units 8-14

* purchased for Calhoun High School program expansion

INDUSTRIAL QUALITY ASSURANCE TRAINING MATERIAL

Module 1: Introduction to Quality Theories

Student Reference

Video

Module 3: Introduction to Geometric Dimensioning and Tolerancing

Student Reference

Video

Module 5: Introduction to Statistical Process Control

Student Reference

Video

Module 8: Introduction to Communication Skills

Student Reference

Module 9: World Class Manufacturing

Student Reference

TECHNOLOGY EDUCATION

Technology Awareness-Implementation Guide

CALHOUN

10- 386 SX 16 Computer Systems
3- Epson LQ 510 Printers
10- Mouse Pads
This lab was partially funded through Tech-Prep grant funds.

JERSEY

Applied Communications Modules
Applied Math Modules
Communications Resource Texts:
-Technical Communications (6)
-Daily Oral Language
Graphics for Technicians
Phys-Ma-Tech Curriculum and Video
High Technology Careers (4)

Computer Lab:
2- 386 SX computer Stations for Networked Lab
Software - Word Perfect 5.1

Science Applications in Agriculture - Lab Equipment

ALTON

Applied Math Modules
Applied Communications Modules
Applied Math Lab equipment
Real World Mat Curriculum
Computer Lab:
Macintosh Networks Software
Network Cable

EAST ALTON/WOOD RIVER

Principles of Technology Modules
Applied Communications Modules
Applied math Modules

GREENFIELD

Computer Lab:
3- 386 SX 25 computer Stations
1- Panasonic 4420 Laser Printer
Software (network versions)
Word Perfect 5.1
Lotus 1-2-3

ROXANA

Applied Communications Modules
Applied Math Modules
Tech-Prep Associate Degree, Hull & Parnell
Algebra for Everyone - Video

STAUNTON

Applied Math Modules and Student Resource Books
Applied Math Equipment

Human Resources:

Paid Participants (* paid from sources other than Tech-Prep)

Name	Position	Institution	Contribution
Dr. Marguerite Boyd	Dean	LCCC	Project Director
Michael Roth	Project Coordinator	LCCC	Project Coor.
JoEllen Baker	Secretary	LCCC	Secretary
Marlene Barach	Faculty	LCCC	Computer Art.
Bill Bishop	Faculty	LCCC/Jersey	Computer Art.
Vicki Bone	Faculty	LCCC/North Greene	Computer Art.
* Mary Lu Albee	Faculty	LCCC	Curriculum Dev.
Judith Colburn	Faculty	LCCC	Math Articulation
Patrick Dailey	Faculty	LCCC	Science Art.
*			Curriculum Dev.
Ralph Halemeyer	Faculty	LCCC/Bethalto	Computer Art.
Bill Harper	Faculty	LCCC	Science Art.
Jan Harris	Faculty	LCCC	Computer Art.
* Paula Holloway	Faculty	LCCC	Curriculum Dev.
* Dr. Richard Jones	Faculty	LCCC	Computer Seminars
Steve Schuerman	Faculty	LCCC	T-P Articulation
Mike Scroggins	Faculty	LCCC	Math Articulation
Richard Snyder	Faculty	LCCC	Science Art.
Carla Totten	Counselor	LCCC	Math/Science Art.
Mary Vaughn	Faculty	LCCC	T-P Articulation
Grace Wright	Faculty	LCCC	Math Articulation
Vicky Young	Faculty	LCCC	T-P Articulation
Karl Zilm	Faculty	LCCC	Math Articulation
*			Curriculum Coor.
* Dr. Richard Hofstrand	Consultant	Benchmark	Evaluator
Barb Drury	Teacher	Southwestern H.S.	T-P Site Coor.
Sean McLaughlin	Teacher	Calhoun H.S.	T-P Site Coor.
Barbara Garner	Teacher	Calhoun H.S.	Team Member
Donna Kramer	Teacher	Calhoun H.S.	Team Member
Terry McGregor	Teacher	Calhoun H.S.	Team Member
Les Stevens	Teacher	Jersey H.S.	Academic VIP
Keith Atkinson	Teacher	East Alton/W. River	Team Member
J. Eggert	Teacher	East Alton/W. River	Team Member
Bob Carter	Teacher	East Alton/W. River	Team Member
Tom Chamberlain	Teacher	East Alton/W. River	Team Member
C. King	Teacher	East Alton/W. River	Team Member
J. Capelle	Teacher	East Alton/W. River	Team Member
M. Jones	Teacher	East Alton/W. River	Team Member
G. Mattix-Wand	Teacher	East Alton/W. River	Team Member
S. Smith	Teacher	East Alton/W. River	Team Member
C Thompson	Teacher	East Alton/W. River	Team Member
S. Whipple	Teacher	East Alton/W. River	Team Member
Gene Kunz	Coorinator/Teacher	Roxana H.S.	Team Member
Pam Abbot	Teacher	Roxana H.S.	Team Member
Dave Ammon	Teacher	Roxana H.S.	Team Member
Laura Browder	Teacher	Roxana H.S.	Team Member
Shelly Griggs	Teacher	Roxana H.S.	Team Member
Kathy Wittich	Teacher	Roxana H.S.	Team Member
Carole Rosenthal	Coordinator/Teacher	Roxana H.S.	Team Member
Nancy Goodson	Teacher	Roxana H.S.	Team Member
Mary Vinyard	Teacher	Roxana H.S.	Team Member
Bob Reid	Teacher	Roxana H.S.	Team Member
Lynn Ennis	Coordinator/Teacher	Roxana H.S.	Team Member
Marcia Kirby	Teacher	Roxana H.S.	Team Member
Lydia Martin	Teacher	Roxana H.S.	Team Member
John Meyers	Teacher	Roxana H.S.	Team Member
Ken Rader	Guidance	Roxana H.S.	Team Member
Barb Brown	Teacher	Staunton H.S.	Team Member
Bob Daiber	Teacher	Triad H.S.	Speaker
Lonnie Johns	Member	Ill. Mfg. Assc.	Speaker
Johnnie Wallace	T-P Asst. Director	South Carolina	Speaker
Bruce Ricklin	T-P Director	Indiana	Speaker
Pat Wilson	Consultant	Indiana	Wrkshop Presenter
Thea Spatz	Consultant	Arkansas	Wrkshop Presenter

Unpaid Participants

Name	Position	Insititution	Contribution
Dr. Bob Chiti	EFE System Director	Macoupin Cnty	T-P Planning
Jim Evilsizer	EFE System Director	Madison Cnty	T-P Planning
Jim Van Hoveln	EFe System Director	Ill. Valley	T-P Planning
Bob Schrimpf	President	Piasa Fuels	Evaluation Team
Nick Maggos	Former Owner	Pepsi Bottling	Evaluation Team
Shirley McCune	Administrator	East Alton/W. River	Site Coordinator
K. Phelps	Teacher	East Alton/W. River	Team Member
Jananne Threlkeld	Administrator	Roxana H.S.	Site Coordinator
Mike Beaber	Asst. Superintendent	Alton H.S.	Site Coordinator
Jack Milam	Principal	Staunton H.S.	Site Coordinator
Charlie Barber	Superintendent	Greenfield H.S.	Site Coordinator
Jerry Ditman	Counselor	Jersey H.S.	Site Coordinator
Dr. Dan Clasby	Asst. Superintendent	Southwestern H.S.	Site Coordinator
Alice Kulenkamp	Teacher	Southwestern H.S.	Team Member
Gary Williams	Teacher	Southwestern H.S.	Team Member
Dorothy Williams	Teacher	Southwestern H.S.	Team Member
Sue Rives	Administrator	Southwestern H.S.	Team Member
John Burks	Teacher	Jersey H.S.	Team Member
Jeff Goetten	Teacher	Jersey H.S.	Team Member
Carole Cottner	Teacher	Jersey H.S.	Team Member
Ruth Eschbach	Coop. Ed. Coordinator	Jersey H.S.	Team Member
Bill Church	Principal	Jersey H.S.	Team Member
Donna Sheley	Counselor	Jersey H.S.	Team Member
Lloyd Marshall	Teacher	Jersey H.S.	Team Member
Joe Clugsten	Teacher	Alton H.S.	Team Member
Shirley Dodds	Teacher	Alton H.S.	Team Member
Jim Glaeser	Teacher	Alton H.S.	Team Member
Donna Hager	Teacher	Alton H.S.	Team Member
Leonard Hauthorne	Asst. Principal	Alton H.S.	Team Member
Bob Krauss	Teacher	Alton H.S.	Team Member
Mary Dian McFarland	Counselor	Alton H.S.	Team Member
Pete McFarlane	Asst. Superintendent	Alton H.S.	Team Member
Bob Middleton	Principal	Alton H.S.	Team Member
Phil Robbins	Asst. Principal	Alton H.S.	Team Member
Marie Schickelanz	Counselor	Alton H.S.	Team Member
Rebecca Sims	Teacher	Alton H.S.	Team Member
Weldon Stevenson	Teacher	Alton H.S.	Team Member
Craig Nilsson	Teacher	Alton H.S.	Team Member
Wilma Stinnett	Teacher	Alton H.S.	Team Member
Donna Seuss	Teacher	Alton H.S.	Team Member
Larry Thompson	Teacher	Alton H.S.	Team Member
Tom Thompson	Principal	Alton H.S.	Team Member
Ron Enloe	Teacher	Alton H.S.	Team Member
Joyce Hairston	Counselor	Alton H.S.	Team Member
Annie Johnson	Teacher	Alton H.S.	Team Member
Jim Adams	Counselor	Alton H.S.	Math/Science Art.
Denny Cook	Teacher	Alton H.S.	Math Articulation
Dale Evans	Teacher	Alton H.S.	Science Art.
Jon Garner	Teacher	Alton H.S.	Science Art.
Judy Garner	Teacher	Alton H.S.	Math Articulation
Charlie Kirby	Teacher	Alton H.S.	Math Articulation
Tom Neuendank	Teacher	Alton H.S.	Math Articulation
Marge Burgett	Teacher	Alton H.S.	Math Articulation
Susan Rockholm	Teacher	Alton H.S.	Math Articulation
Freda Stanley	Teacher	Alton H.S.	Math Articulation
Mark Cappel	Teacher	Alton H.S.	Math Articulation
Jerry Rice	Teacher	Greenfield	Team Member
Debra Elliott	Teacher	Greenfield	Team Member
Larry Thomazek	Teacher	Greenfield	Team Member
Pat Power	Teacher	Greenfield	Team Member
Connie Gibson	Faculty	LCCC	Workshop Par.
Judy Colburn	Faculty	LCCC	Workshop Par.
John McDaniel	Faculty	LCCC	Workshop Par.
Bill Smith	Faculty	LCCC	Workshop Par.
Bruce Hoffman	Faculty	LCCC	Workshop Par.
Mike Agone	Adult Ed. Director	LCCC	Workshop Par.
Buddy Davis			Speaker

Kevin McManis		Leaf, inc.	Speaker
Tara Condon	Community Relations	Shell Oil	Speaker
Richard Kaufman	SCANS	Dept. of Labor	Speaker
Cathy Curruthers	Faculty	LCCC	Team Member
Carolyn Robbins	Faculty	LCCC	Team Member
Jim Duffy	Faculty	LCCC	Team Member
Adele Carpenter	Faculty	LCCC	Team Member
Dolores Patrick	Faculty	LCCC	Team Member
Dave Stoecklin	Edwardsville	Emp. & Training	Steering Comm.
Fran Rinker	Gillespie	JTPA	Steering Comm.
Tim Goeke	Human Resource Manager	Hydraulics, Inc.	Steering Comm.
Marge Hillen	Health Dept.	Calhoun County	Steering Comm.
Mary Ann Hussman	Nanager/Owner	518 Restaurant	Steering Comm.
Jean Rudolph	Owner	Rudolph's Dept. Store	Steering Comm.
Larry Bear	Administrator	Jersey Comm. Hosp.	Steering Comm.
Jim Minsker	Director-Business & Industry	LCCC	Steering Comm.
Bob Walters	Director	SW Ill. Indust. Assc.	Steering Comm.
Dawn Wakeford	Manager-Human Resources	Alton Memorial Hosp.	Steering Comm.
Bill Kemp	retired	Machinists Union	Steering Comm.
Mary McCormick		Illinois Bell	Steering Comm.
Jim Handley	Credit Manager	Jefferson Smurfit	Steering Comm.
Bill Crews	Director	Growth Association	Steering Comm.
Marcella Eggeman	Vice President	Miller's Mutual Ins.	Steering Comm.
Andrea Anderson	teacher	Pace, Fla.	presenter
Bill Beard	teacher	Pace, Fla.	presenter
Frank Soler	consultant		presenter

In addition to the above names, over 90 local business people worked with 250 eighth grade students from the Alton School District in a day-long Job Shadowing program. These students were identified by scores on their California Achievement Test to be between the 25th and 75th percentile.

PUBLICITY

TRI-COUNTY TELEGRAPH MARCH 25, 1992

Calhoun High featured in video

By TOM BOTT
For The Telegraph

HARDIN — Calhoun High School will be featured in a video as a front runner in the tech prep program.

Western Illinois University will feature the local school in a video that will air over its satellite network.

Calhoun was selected because it has offered classes to help prepare students for real life applications of knowledge. At one time the district offered more applied courses than any in the state. The school offers courses like Principals of Technology, Applied Math, Applied Communications and Applied Biology. This year the district is offering a new course called Occupational Health.

It was the health course that caught the eye of WIU. Calhoun is one of three districts in the state that offer it.

The school board hired Peggy Sibley to be the Chapter One parent coordinator. Sibley will be working with the parents and students in the prekindergarten at risk program.

Easter vacation was expanded because the emergency days were not used this year. Four days, April 13-16 were added to the spring break. The last day of school will be May 29 if no snow days are used.

The school calendar for 1992-93 was approved. School will begin August 24 and end June 1.

Professional staff for next school year were reemployed. Some aides and technicians were sent letters that they will be rehired as needed depending on future grant funding and class size.

THE CALHO

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SUBSCRIPTION PRICE: $13.00 PER YEAR IN ILLINOIS - $15.00 PER YEAR ELSEWHERE - 35¢ PER CO

Calhoun High Leader In Innovative Tech Prep

By Dwight Fisher

Calhoun High School's Tech Prep is a newly developing systematic and integrated approach to teaching both academic and vocational classes. This pathway is intended to begin in high school leading to completion at the community college or the baccalaureate level.

Tech Prep recognizes the importance of insuring work-relevant learning experiences for students. It is designed to equip students with skills needed to compete in a competitive global economy. Tech Prep stresses the need for more coordination of educational and work experiences.

This new approach differs from traditional classes by structuring and designing the educational experienced to demonstrate and stress the need for excellence in academic attitude and pursuits.

Since the spring of 1988, Calhoun High School has been involved in the Tech Prep Educational movement.

In the fall of 1988, a Tech Prep course in technology was implemented. Applied Communications and applied mathematics were adopted in the spring of 1990.

In the fall of 1991, Tech Prep courses in applied biology-chemistry, applied language teaching methods, applied health occupations and a second level of applied mathematics were added. Applied agriculture sciences were added in spring 1992.

Sean McLaughlin, the Tech Prep Director of Calhoun High School stated, "Calhoun High has more Tech Prep classes than any school in the state. The biggest single benefit has been increased student interest in learning because they can see the application and how they can use what they learn"

"These classes are pretty much designed to increase motivation for more training and to have marketable skills after high school," he said.

Tech Prep classes have been both implemented and piloted at Calhoun High.

Calhoun High School, together with Batavia, IL and Benton, IL schools, are the three outstanding schools with Tech Prep programs

school personnel can call in and ask questions after they see the film.

Calhoun High School has independently applied to pilot some Tech Prep programs and in some cases has been nominated by the State Board of Education to implement or pilot these programs because of the leadership reputation enjoyed by the high school.

McLaughlin travels and works as a consultant to other schools interested in or implementing the Tech Prep program.

TECH PREP

A television filming crew from Western Illinois University visited Calhoun High last Wednesday to record Tech Prep activities. The same type of filming at Batavia and Benton will be combined into a 60-minute type program to be shown over a tie-in satellite network to the professional staff of other high schools in the state. Calhoun High will be featured as a model to encourage other schools to teach through the Tech Prep application.

The filming, funded by the Illinois Institute for Rural Affairs, is scheduled to be shown by the tie-in network on April, 21 at Western Illinois University, Macomb. McLaughlin, Barbara Garner and Donna Kramer, together with a representative from the Batavia and Benton schools, will comprise a panel to which

"Approximately two dozen schools have visited Calhoun to review our program," McLaughlin said.

All Tech Prep classes discuss note taking, test taking and study strategies. Typically a class would include reading the material to be learned, review of the material by use of films, answering questions, doing laboratory work or experiments and writing laboratory reports on word processors.

Emphasis is also placed on the use of common planning time for teachers so that, for example, the person teaching word processing will know students must prepare written reports for a mathematics or a shop class. Teachers meet every week to corporately discuss changes that may be needed to assure the integration of information being presented.

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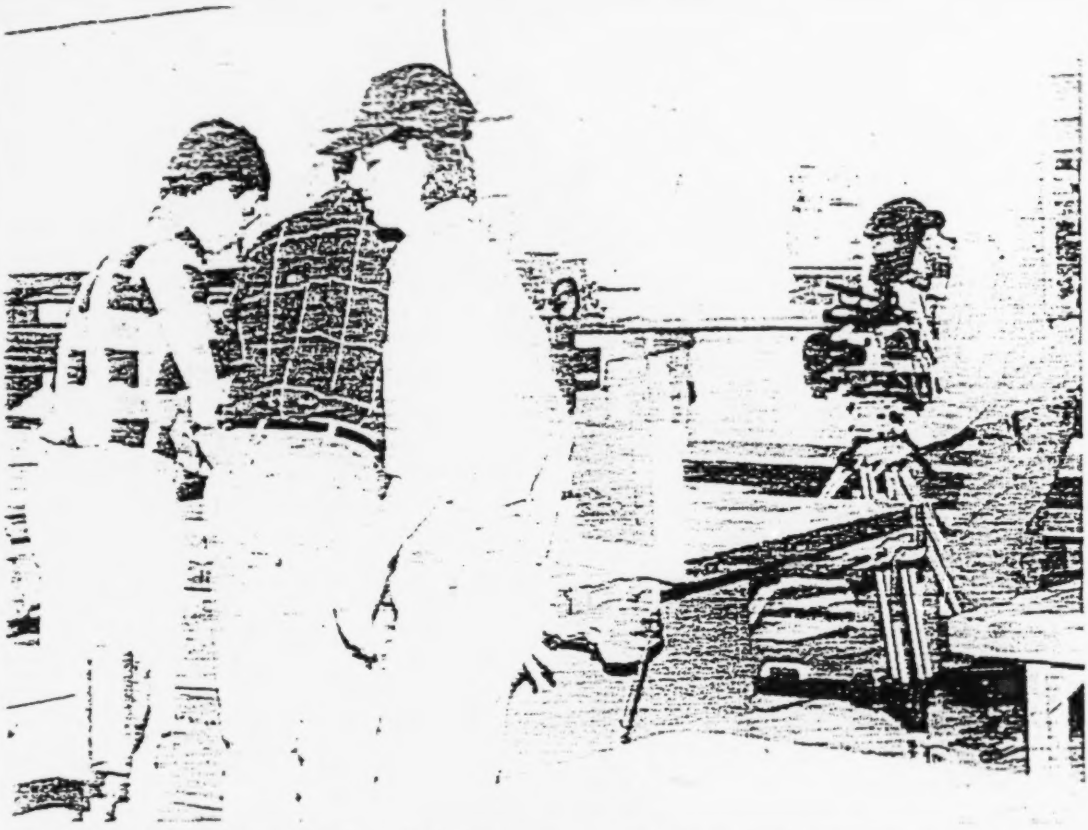
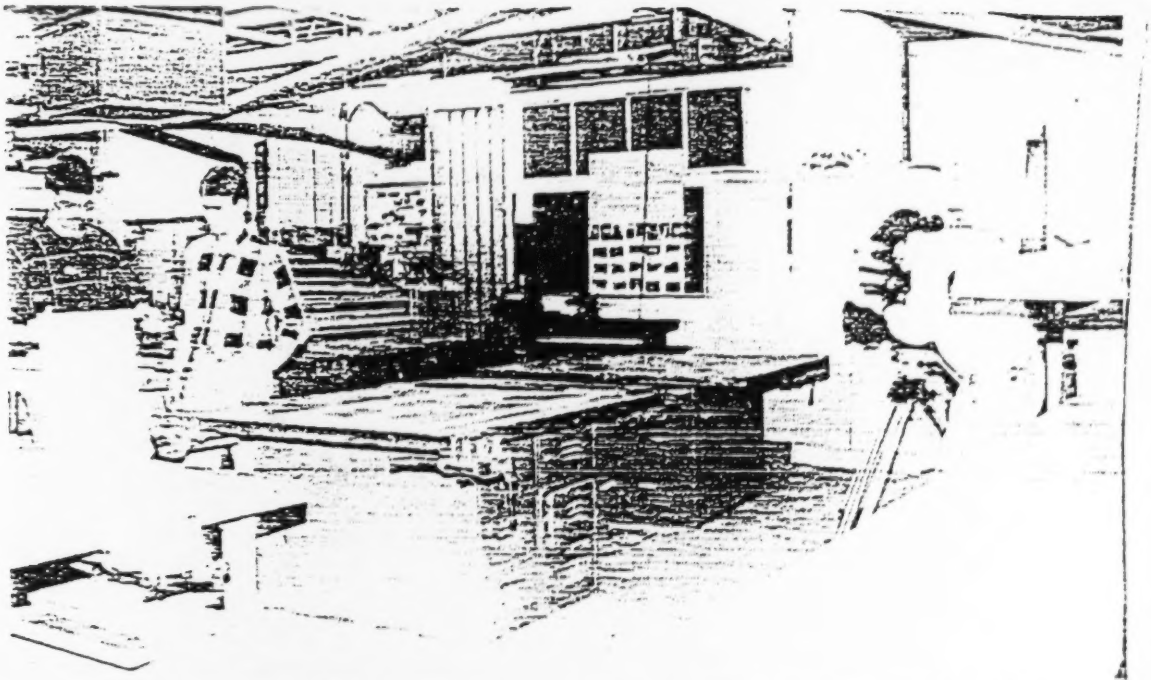


Last Wednesday, April 1, Calhoun High School's Tech Prep program hosted a television crew from Western Illinois University to record Tech Prep activities. The following photos show the crew filming Sean McLaughlin's metals class. Left to right, Shad Burris, J.D. Lorton and Tony Fester.

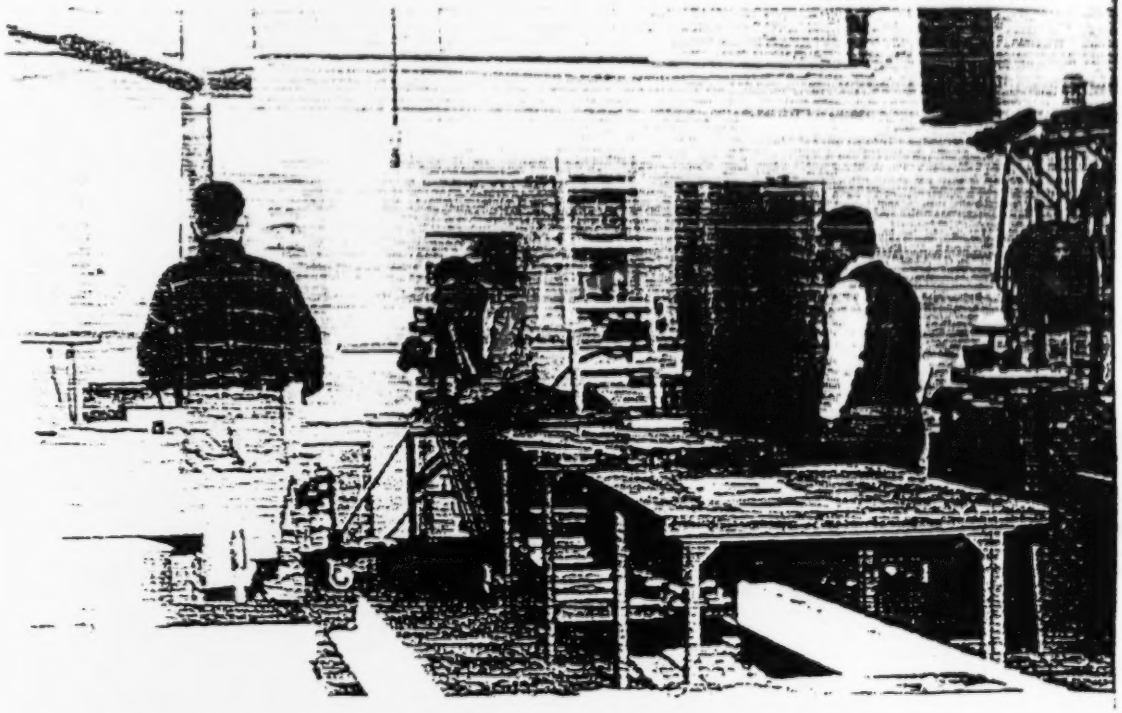
Calhoun News Photo

Filming was taken on how the classes are taught on any normal classroom day. Steve Miller approaches McLaughlin for advice during the class. Left to right, J.D. Lorton, Tony Fester, Miller, McLaughlin and Chris Ontis. Additional pictures on page 5.

Calhoun News Photo



J.D. Lorton and Shad Burris, students from Sean McLaughlin's metals class, demonstrate how production takes place while the cameraman films them.
Calhoun News Photo



J.D. Lorton, left, demonstrates while Sean McLaughlin, instructor, looks on.
Calhoun News Photo

BEST COPY AVAILABLE

Calhoun's innovative schools on TV

By MAUREEN HEGARTY
Telegraph staff writer

Calhoun High School students and faculty will be beaming across Illinois, Missouri and Iowa to plug their school's innovative approach to education.

Calhoun will be joined by West Frankfurt High School in Franklin County and Batavia High School in DuPage County on a satellite program dealing with Illinois tech-prep programs, from 7 to 8:30 p.m. April 21.

Film crews from Western Illinois University were in the school taping classes and conversations with students, parents, teachers and administrators Wednesday.

"Calhoun has more (tech-prep) curriculum courses in place than any school in the state," Industrial arts teacher Sean McLaughlin said.

Tech-prep is a method of teaching designed to use hands-on experience instead of just books to learn new ideas.

"It's a multisensory approach to learning. The material is very sophisticated," program coordinator and Education Administration Professor Max Pierson said.

Calhoun has eight courses using applied science and tech-prep techniques.

Included are principles of technology, an applied physics course, two applied math classes, communications, applied health occupation, applied biology, applied chemistry, applied agricultural science and applied leaning language systems.

"Our long-term effort is to eliminate most of the general education courses. Students often find out which courses involve the least amount of work, take them, then wonder why they are unemployable at the end of four years," McLaughlin said.

The four-hour visit by the film crew will be boiled into a five-minute segment to introduce the individual programs. McLaughlin and others involved in Calhoun's program will then make a 15-minute presentation about the courses via satellite.

After the programs are presented, there will be a 30-minute question-and-answer period for those watching by satellite who will be able to interact with presenters.

"The purpose of this is to disseminate information about programs that are working effectively," Pierson said. "We're trying to share the word."

Calhoun was the first of 12 sites in the state to receive funding for tech-prep courses.

"We're only about halfway there," McLaughlin said. "I've seen a math class where the teacher tells the class the students need algebra to do geometry, and at that point their eyes roll back in their heads and they tune out the teacher for the rest of the year."

Correction

A guest editorial in Thursday's edition of The Telegraph was incorrectly attributed to John Compton Jr. of Jerseyville.

Compton did not write the guest piece on the U.S. economy.

The Telegraph regrets the error.

4/21/92 "Alton Telegraph"

Letters to the editor ...

Dear Editor,

In a recent article in The Alton Telegraph on Calhoun High School's innovative Tech Prep program, I was quoted as saying our reforms were only halfway completed, which is true. The quote continued to describe a math class in which students were turned off to the traditional approach to teaching algebra. This statement was made in reference to hypothetical classes reflecting my own experiences as a student, rather than to any particular class at Calhoun. Calhoun's math teacher does an excellent job with many of our students.

The Tech Prep program is attempting to develop alternatives for students who don't learn effectively via the traditional approach. There is no one right approach to learning. Rather, each individual learns differently. We hope to provide individuals with classes that will best match their learning styles. I apologize for any misunderstanding resulting from the wording of this article.

Sean McLaughlin
Tech Prep Director
Calhoun Unit 40 High School
Hardin, IL

Dear Editor

THE CALHOUN

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members are Roscoe Kiel, Glenn Kiel and Edwin Johnes. Members enjoyed a dinner, remembering school years, visiting and taking pictures. Those attending were, front row, Pohlman and Gene Pranger.

Calhoun News Photo

Unit 40 Tech Prep Update

The Tech Prep fundraiser, which was held at the Barefoot last spring was very successful. The members of the Tech Prep team would like to thank the community for their support. To date, contributions exceeding $2,500.00 have been collected. These funds have been combined with grant monies enabling the district to open a new computer lab for all Calhoun High School students. This lab features 10 new 386-SX computers with 80meg hard drives, 4meg ram, super VGA monitors and mouse. In addition, the lab has three printers.

These computers will be used to teach word processing, computer aided drafting, career research skills, and general computer literacy. All faculty members are invited and encouraged to utilize the new facility which is located in the library.

This year, Calhoun High School will also be featuring new classes which emphasize a student-centered, learning-by-doing approach. Educational research suggests that by combining student-centered activities with traditional academic material, student achievement will be enhanced.

In the upcoming weeks articles outlining the tech prep courses will be published in the News.

This year, they will continue to upgrade and revitalize the curriculum. The goal for a grade school career research center has not yet been realized. The group will continue to need donations from the community. Send these to the Unit office, marked Tech Prep.

"Many thanks to the following for their generous support and contributions," Sean McLaughlin, Tech Prep Director, said.

Bank of Calhoun County, Calhoun Lumber, Terry Strauch, Sean McLaughlin, Calhoun Fuel, Paul and Anita Rose, Marvin Richter, Dr. Robert Parish, Squier Insurance Agency, St. Norbert's Civics Club, Hardin Drive-In, Dr. Kermit Bell, R.S. Rinsker, Graduating Class of 1990, Kamp Construction, The Calhoun News, Calhoun Past Matrons, James A. Ringhausen, John White, David Godar, Rev. Robert Jallas, Orville and Lucy Johnes, Papa's Pizza, Calhoun Lodge, Betty Ledder, Judge Pezman, Curt Robeen, jr., Dana Waters, Mr. and Mrs. Jim Holste, Margaret Poore Memorial, Denise St. Peters, Wee Care Day Care, Bonnie Franke.

Wool Support Levels Announced

The Calhoun County Agricultural Stabilization and Conservation Service announced the federal support price for 1991 shorn wool marketings is $1.88 per pound, 6 cents per pound more than the 1990 level.

Price support payments are computed as a percentage of each producer's returns from grease basis sales. The percentage is the amount required to raise the national average price for 1991 wool up to the $1.88 per pound support price.

Calhoun County's sheep producers

Local Governmental Units Receive Share Of Motor Fuel Tax

Calhoun County got $6,106 and the Unit Road District got $18,489.72 as their shares of the motor fuel tax funds paid into the state treasury during July.

Motor fuel tax funds are allocated monthly to the various counties and road districts for their highway needs. The monies allocated to

Former Resident Becomes President Of Gold Star Mothers

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POST-FISHING ALASK

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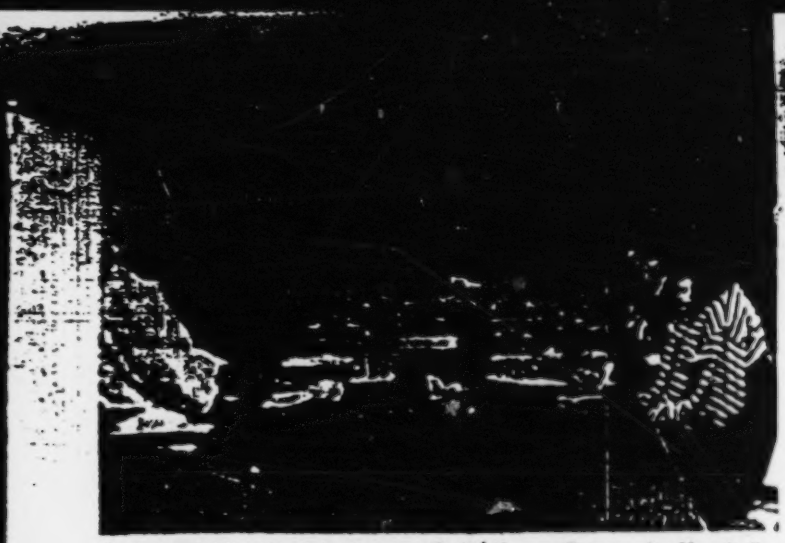
Births 2
Classifieds 9
Hospital



Left to Right: Virginia Graham, R. N. (Jersey Community Hospital); Pam Breden; Larry Bear (Administrator of Jersey Community Hospital); Becky Eickmeyer; Elizabeth Churchman; and Christy Anderson.

The Tech Prep Movement is continuing at Calhoun High School. Following is the first in a series of articles focusing on our technical courses and the progress of the students enrolled in those classes.

Career Education is a major concern to the Illinois State Board of Education, the Department of Adult, Vocational and Technical Education, and Calhoun High School. To meet the increasing national need for health care professionals, the State Board and the above Department provided for the development of a two part health care curriculum. The first level has been implemented this school year at Calhoun High School.

Part One is entitled **Orientation to Health Occupations Through Independent Study.** There are four students enrolled in the class: one junior, Christy Anderson, and three seniors, Pam Breden, Elizabeth Churchman and Becky Eickmeyer. Their facilitator/mentor for this course is Calhoun's Guidance Counselor, Miss Donna Kramer. The course of study focuses on researching and exploring careers within the health care field. In addition, Level One concentrates on the following skills: study skills, leadership, problem solving and decision making skills, as well as mathematics plus computer literacy skills for health care workers.

Last Wednesday, these students and their facilitator had the opportunity to visit and tour the Jersey Community Hospital. They were guided by Mr. Larry Bear, the hospital's administrator. On their exploration through this health care facility, they visited every department and were introduced to the many various jobs and staff members necessary to the efficient management of a hospital. Mr. Bear and his staff were informative and understanding in answering the multitude of questions presented by the students.

The girls and their counselor especially enjoyed and appreciated the delightful lunch provided for them by the hospital. During lunch, they had the additional opportunity to listen and to question both Mr. Larry Bear and Virginia Graham, R.N. Discussion focused on the variety of careers within health care today, the desperate need for more young people to enter this field, and the financial concerns of health care today.

With the implementation at Calhoun High School of this new course in Health Occupations, we hope to create an awareness and a curriculum that will encourage more students to look towards a future in health care careers.

Halloween Carnival Oct. 31 at St. Norbert's

Thursday evening Halloween night, between 5 - 7 o'clock, a Halloween Carnival for all children of the community will be held at St. Norbert's parking lot. There will be pumpkin painting, games, treats and a mini hay ride. Maggie the clown will be there with balloons. Sponsored by Youth Ministry of the Catholic Parishes of North Calhoun, donations will be accepted. (Money made will go toward Youth Christmas Project.)

of the school for only those years mentioned above.

Listed under the heading "Student Characteristics," the state lists such things as Low-Income Enrollment and compares that to the Illinois average. For example, the Brussels percentage of low-income families is 20.7% as compared to the Illinois average of 29.1%. Other information under this heading includes "Student Attendance Rate" (which is 3.1 percent higher at Brussels than in the state), "Student Mobility", percent in "College Preparatory" courses and the like.

Academic performance of the students is measured through nationally-normed Iowa Test of Basic Skills (which is given students in grades 1-8), Test of Achievement and Proficiency (grades 9-11) and the Illinois Goal Assessment Program (given to students in grades 3, 6, 8, 11). The ITBS, which measures reading comprehension, mathematics, science and social science, only has scores for grades 3, 6, and 8 reported on the state report card.

The ITBS results are printed in percentages and compare Brussels students to all students nationwide that take these particular tests. The State Report Card indicates, for example, that 62 percent of the Brussels Grade Eighth Graders that took the test during 1991 had mathematics scores which put them in the top one-fourth of students taking the test nationally. Nearly 45 percent of the Eleventh Grade Brussels High students scored in the top one-fourth in Science.

The IGAP has similar datas reported in the subject areas of reading, math and language arts. In Language Arts, 56 percent of the 3rd graders scored in the upper one-fourth, while 75 percent scored at that level in the 6th grade. State and national comparisons can be made.

Financial Information is another section of the Report Card. It reflects averages spent for teachers, administrators, pupils and such as compared to state averages: Expenditures in the Education Fund, Transportation Fund and the like are also outlined. These 1989-90 figures are a combination of the expenditures for the Brussels Community Unit District. The percentages in these categories are then compared to the State of Illinois.

Brussels' average teacher salary was $25,403 compared to a state average of $34,709 and an average for similar size unit districts of $23,024, while the average administrator salary in the district was $40,917 compared to a state average of $55,535 and an

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Health Occupations Part Of Tech Prep At Calhoun High

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"With the implementation at Calhoun High School of this new course in Health Occupations, we hope to create an awareness and a curriculum that will encourage more students to look towards a future in health care careers," Supt. Terry Strauch said.

Left to right, Becky Eickmeyer, Pam Breden, Christy Anderson, Elizabeth Churchman and Larry Bear, Jersey Community Hospital Administrator.

Visit Relatives

Mr. and Mrs. Robert L. Johnson of Napa, CA visited Carol and Joe Stepanek of Brussels for a week, recently.

Brussels Plans Book Fair

A Troll Book Fair will be held at Brussels Unit 42 in the cafeteria. Students, parents and visitors interested in purchasing children's books are all welcome to attend.

The Book Fair will be open from Thursday through Saturday morning. Hours on Thursday, Nov. 7 will be from 11 a.m. to 1 p.m. and 6 p.m. to 10 p.m.; Friday, Nov. 8 from 8 a.m. to 2 p.m. and 7 p.m. to 9 p.m.; Saturday, Nov. 9 from 9 a.m. to 12 p.m.

The Book Fair will encourage youngsters to read for pleasure and will also contribute to a worthwhile project. This would be a fine time to purchase books for Christmas giving. The Librarians Club of the Brussels High School is sponsoring the Book Fair.

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The Calhoun News

HAPPY 30TH BIRTHDAY ON NOVEMBER 4!

29
Love, Your Sis
From Marion

Fall Specials
7-NIGHTS Your Choice
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Certain Nov. Date only
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FOR INFORMATION
1-800-457-2848
OUTSIDE ALTON/GODFREY
TRAVEL EXPRESS

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CHS
PARENT NEWSLETTER
FALL, 1991

COMPUTER LAB UPDATE

The Calhoun High School Computer Lab has become a necessary service and tool for our students. They are putting to use their knowledge of computer application by doing their schoolwork on them, be it a research paper, a report, or a lab assignment.

Students who have not yet had computer training, however, are not left out. They are able to seek help from the librarian, a computer aide, and from each other. REMINDER: The Lab is open for use after school.

TERRI CLOWERS, LIBRARIAN

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APPLIED MATH

Applied Mathematics courses were designed to answer the most frequently asked question, "Why do I have to know how to do this?" The two-year sequence of Applied Math I and II covers 25 units and targets students in the middle 50 percentile range. Each unit begins with an introductory video program and continues with reading material, laboratory exercises, and practical problem-solving exercises. The hands-on approach is designed to reach all students, especially those who use concrete learning skills. The use of calculators is encouraged. At this stage, the emphasis is placed upon other aspects of problem solving other than carrying out the calculations.

The Applied Mathematics curriculum covers practical applications of such things as graphing, geometry, algebra, trigonometry, statistics, and probabilities. It is especially useful for those students

(cont. on page 2)

ABC

CHS has agreed to pilot a new program in the applied sciences called Applied Biology/Chemistry (ABC). This curriculum was developed by CORD (Center for Occupational Research and Development) of Wako, Texas and is being implemented during the first semester of the 1991-92 school year.

The course is divided into individual units covering major topics such as nutrition, disease and wellness, continuity of life, air and other gases, plus natural resources. The intent of the class is to tie the fields of biology and chemistry together within the classroom in order to replicate the experience students will encounter in the workplace.

There are bound to be some rough areas this year, as much of the course work is still in development. Yet, we are hopeful that with the proper changes, fine tuning, and revising, we can have a valuable program to meet the needs of our students who are facing a rapidly changing science technology.

TERRY McGREGOR
Science Instructor

UPDATE ON DOUBLE PERIODS

Students and teachers have discovered the advantages--as well as a few disadvantages--with our new double period schedule. The science lab classes and the vocational classes that are on this new schedule are enthusiastic regarding the increased "time on task."

When conflicts have occurred in scheduling, we have strived to accommodate and meet the individual needs of each student.

DONNA R. KRAMER

APPLIED MATH continued:

going directly into the work force or into technical or vocational training. Personally, I believe all students would benefit from having these teaching methods included in all mathematics classes.

This is the third year for Applied Math at CHS. There are more students this year than previously. This is also the first year that a girl has elected to take the class. For some reason, the class does not appeal to girls even though the areas of application not only include Agriculture and Agribusiness plus Industrial Technology, but also the areas of Business and Marketing, Health Occupations, and Home Economics.

Applied Math II was implemented this year with five students who are continuing this sequence of study. Hopefully, as parents and students recognize the importance of math skills for tomorrow's jobs, our enrollment in these two classes will continue to increase.

BARBARA GARNER
Math/Science Instructor

WHAT'S NEW IN THE BUSINESS DEPT.?

In computer classes, it takes about 30 minutes to "walk" the students through several new commands. With double periods, they now have time to immediately practice those commands, thus reinforcing their learning. With single periods, students often would forget by the next class time because they had not had a chance practice new commands.

The computer student can now complete an assignment faster and wastes less time.

Double periods work well in our accounting classes. Students are able to complete an entire probl within one class time and have time to ask questions.

I think what I like best about the new double periods is that once student has begun an assignment, it can be finished within one class period. Before, once a project was interrupted, it was difficult for th students "to get on task" again.

PAULINE SCHLEEPER
Business Instructo:

THE TELEGRAPH
111 EAST BROADWAY • PO BOX 278 • ALTON, ILLINOIS 62002-0278 • (618) 463-2500

To: Mike Roth
From: Wendy 463-2563

July 30, 1991

Alton students get new look in math

BY MAUREEN HEGARTY
Telegraph staff writer

ALTON — New math is now obsolete in the Alton School District.

When school starts near the end of August, children will be rolling dice, spinning numbered wheels and reaching for calculators in math class.

It may sound more like The Alton Belle Riverboat Casino than math class, but the changes in Alton's teaching methods are aimed at getting children interested in math and making it easier for them to learn.

"It makes more sense to teach mathematics this way. Kids are more interested and we will develop better mathematics students," Assistant Superintendent Pete McFarlane said.

The dice, numbered wheels and calculators are just a few of the tools that will be used to show pupils how to do math problems, instead of just telling them.

"There are some students, mentally the younger students, who can't learn mathematic concepts unless they can manipulate something. Unless they move and play with the tools, they don't internalize the concepts," McFarlane said.

Pupils will learn probability using the dice. Calculators will show young math pupils how addition works, and older pupils will learn how to complete complicated calculations on calculators.

District educators have been working 18 months to create the new math teaching methods.

Parents and teachers will have the chance to attend a week's worth of seminars on the new methods.

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The Growth Association

TODAY

Vol. 8, No. 2 Greater Alton/Twin Rivers Growth Association February 1992

S.C.O.R.E. Chapter is staffed by the General Division of the Growth Association.

Get Ready For Business Expo '92

The Expo Committee is planning to make the 1992 Business Expo a premier show. Committee member Scott Blunc said, "This is the most exciting promotional opportunity that businesses in the River Bend area can take advantage of."

According to the sales committee chair, Lana Doerr, about 30% of the exhibit areas are sold. She said, "We are only counting those who have sent their registrations and deposits," She continued, "We have verbal commitments from dozens more, but are only assigning exhibit areas when we receive a deposit." She encourages all who are planning to participate to send registrations.

The Business Expo will be held at Alton Square Mall from Friday, April 24 - Sunday, April 26.

Eighth Graders Need You March 13th

By Debbie Benjamin/LCCC

You can be one of more than 80 business people and employers to allow an eighth grade student to accompany you or a co-worker on the job Friday, March 13.

Members of the Greater Alton/Twin Rivers Growth Association joined with Alton Public Schools and Lewis and Clark Community College to sponsor Job Shadow Day for the first time in May 1991.

Shadow Day provides an opportunity for eighth grade students to see first-hand the math, science and communication skills needed to hold down a job in our rapidly changing technical society.

In 1990, a two-year National Science Foundation Private Sector Partnership Grant was received by Alton Public Schools and Lewis and Clark.

One of the goals of the grant is for students to report back to their teachers certain problems, equations or areas of technical expertise that they observe in math or the sciences on Shadow Day.

Eventually, the problems or equations may be incorporated into instruction and curriculum in math, science and technology programs throughout the country.

Persons who desire more information or want to volunteer may call Mike Roth, NSF coordinator, 466-3411, ext. 2115 by Friday, February 28.

Roth already has collected registration forms from the eighth graders. "This year students have been asked to state a job or career preference to help us match them with someone in a similar or related field," Roth said.

"Involvement of employers and business people at this time, may assist them in hiring better prepared workers in the future. Educators and business people have to work together to make necessary improvements in our education systems," Roth added.

Shadow Day Participation Form

Company Name_____ Phone_____

Address_____

Contact Person_____

Mail to: The Growth Association, 118 Skyway Court, East Alton, IL 62024
Telephone: 618/258-0398

TODAY

Vol. 8, No. 1 Greater Alton/Twin Rivers Growth Association January 1992

The person needed to fill future technical jobs in your company may be walking in your shadow today.

You can have an influence on the math and science skills of tomorrow's work force by volunteering to allow an eighth grade student to spend a day at work with you and/or your employees.

More than 80 area businesses and employers participated in Shadow Day last year. Approximately 300 Alton School District middle school students spent one day observing the math and science skills needed to earn a living in various professions.

As a result of the 1991 and the March 13, 1992 Shadow Day, math and science curriculum may be revised at area public schools.

Shadow Day is part of the National Science Foundation Private Sector Partnership Grant (based on in-kind contributions of time and services of area businesses and industry). The NSF grant is the result of collaboration between Alton Public Schools, the Greater Alton/Twin Rivers Growth Association and Lewis and Clark Community College.

To volunteer employees or yourself call Mike Roth, NSF coordinator, 466-3411, ext. 2115 by Friday, February 13.

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The Telegraph/SCOTT COUSINS

Steve Pohlman of Alton Auto Body, left, explains how he does his job to North Middle School students Latasha Norris and Ethan Geisen.

How do students get experience on the job? The shadow knows

By MAUREEN HEGARTY
Telegraph staff writer

ALTON — A day on the job may have opened doors to new careers for several middle school pupils.

"I was thinking of mechanics. I like it so far. I might probably get into it," North Middle School pupil Ethan Geisen said. Geisen and eighth-grade schoolmate Latasha Norris spent the workday Friday at Alton Auto Body.

Some 219 pupils took in the environs of about 65 River Bend businesses for a job-shadowing day sponsored by the school district, Lewis and Clark Community College and a two-year National Science Foundation Grant. The first job day was last year.

The pupil's job Friday was to look for the use of math and science in the real world.

The pupils were sent to a variety of businesses. About half were matched with mentors in fields of interest to the pupils.

"Those we couldn't match, we tried to put in larger companies so they could see a variety of things," coordinator Mike Roth said.

Alton Memorial Hospital, Union Electric Co. and Amoco Oil Co. were among the businesses the youngsters visited.

"There were more slots offered this year than we could use," Roth said. Alton Memorial offered spots that day for 22 pupils.

Alton Auto Body owner Rob Flowers offered to have the pupils visit his business to increase interest in his field.

"Our field is always looking for anybody interested in auto body work because there is a shortage of workers," Flowers said.

Norris and Geisen spent much of the day watching as workers took wrecked cars and made them whole again. Flowers also showed them the office work involved in running a business.

"It was interesting seeing them take apart the cars," Norris said. "It's pretty cool. You get to do a lot with your hands and use your mind."

The pupils will be required to write about their experiences and give teachers specific math and science problems the real workers had to solve.

The $500,000 grant that funded the job shadowing was aimed at increasing math and science skills among pupils with average grades, those that score between 75 percent and 25 percent of the national average on standardized tests.

A

Business for pupils needed

By MAUREEN HEGARTY
Telegraph staff writer

ALTON — Businesses are needed to drive home the bottom line of math and science to 300 eighth-graders.

Middle school pupils will spend March 13 following business people through their workdays to see how math and science are used in the workplace.

Mike Roth, coordinator for this year's job-shadowing project, is looking for businesses to open their doors.

"We had 80 businesses participate last year and we certainly could use more," Roth said.

About 300 pupils participated last year.

"The children will be able to see how academics are applied by the work force," Roth said.

The job-shadowing day is coordinated by Lewis and Clark Community College and Alton School District through a two-year $500,000 grant from the National Science Foundation.

The grant has also paid for seminars about math and science teaching, for placing teachers in businesses for a day and for compiling real-life math problems for teacher use.

After following their mentors through the workday, the pupils must give teachers specific examples of how math and science skills are used.

They also must write letters to their parents and mentors about their experiences.

About 10 pupils went to Millers Mutual Insurance last year.

"The kids got a quick glance at what goes on in an office," Marcella Eggeman of Millers Mutual said.

"Some of them expressed to teachers they were surprised and amazed at what went on in an office."

Eggeman said she did not know if Millers will participate this year, but feels the experience would be bettered if the pupils learn where they will be placed so that they are able to prepare for the visit.

Getting more businesses would help the program's execution, Roth said.

Because of last year's turnout, coordinators had to double the children up with each mentor.

"We tried to match the students one to one with the business partners, but we weren't able to do that," Roth said.

If there are enough business partners, Roth said he would also be able to match the pupils with fields of interest.

"The more businesses that sign up, the more chance we have at matching the students with what they want," Roth said.

Businesses wanting to participate may call Roth at 466-3411, extension 2115.

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